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ABSTRACT

Since 1870, the federal government has gathered data about students, teachers, schools, and education funding. The U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report, "The Condition of Education," on the status and progress of education in the United States. The report includes data and analysis on a variety of issues. The indicators in the 1997 edition are presented in six sections: (1) access, participation, and progress; (2) achievement, attainment, and curriculum; (3) economic and other outcomes of education; (4) organization and management of educational institutions; (5) climate and diversity of educational institutions; and (6) financial and human resources of educational institutions. This brochure contains 30 charts, a small sample of the 60 indicators contained in "The Condition of Education, 1997." (LMI)

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NATIONAL CENTER FOR EDUCATION STATISTICS

THE POCKET CONDITION OF EDUCATION 1997

EA 028 647

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THE POCKET CONDITION OF EDUCATION 1997

U.S. Department of Education
Office of Educational Research and Improvement

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The following charts are a small sample of the 60 indicators contained in ***The Condition of Education 1997.***

Since 1870, the federal government has been gathering data about students, teachers, schools, and education funding. The U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report on the status and progress of education in the United States. ***The Condition of Education*** includes data and analysis on a wide variety of issues. The indicators in the 1997 edition are in six sections:

- Access, participation, and progress;
- Achievement, attainment, and curriculum;
- Economic and other outcomes of education;
- Organization and management of educational institutions;
- Climate and diversity of educational institutions; and
- Financial and human resources of educational institutions.

The indicators in the publication use data from government and private sources. The publication includes overviews on current topics in education and additional tables related to each indicator.

Until supplies are exhausted, a single copy of ***The Condition of Education 1997*** (NCES 97-388) may be obtained at no cost from either the National Library of Education (NLE) at (800) 424-1616 (E-mail: library-nle@ed.gov) or the National Education Data Resource Center (NEDRC) at (703) 845-3151 (E-mail: nedrc@inet.ed.gov). If you need more than one copy of the publication or supplies have been exhausted, see the order form at the end of this document.

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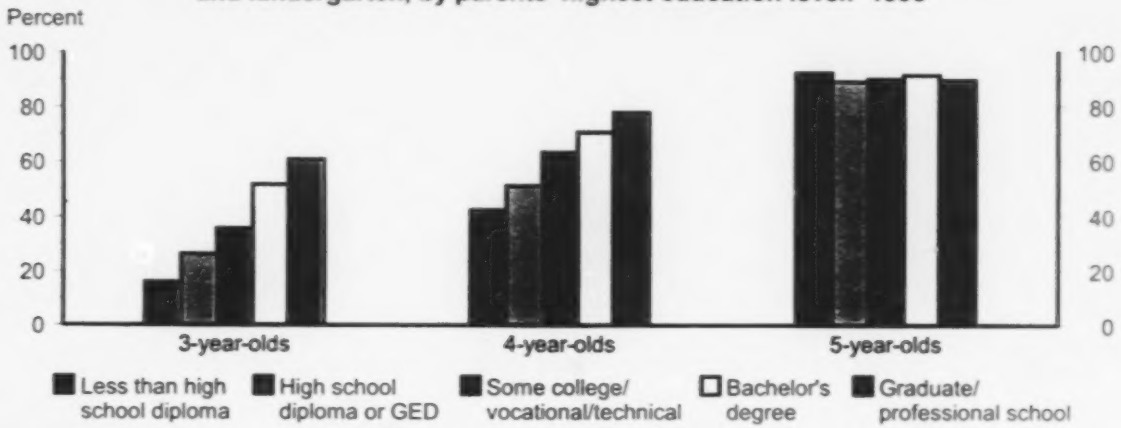
Participating in early childhood programs such as nursery school, prekindergarten, Head Start, and kindergarten can better prepare a child to enter first grade. There was a positive relationship between parents' educational attainment and preprimary education enrollment rates of 3- and 4-year-olds: As parents' educational attainment increased, so did the preprimary enrollment rates of their children.

Percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs* and kindergarten, by parents' highest education level: 1995

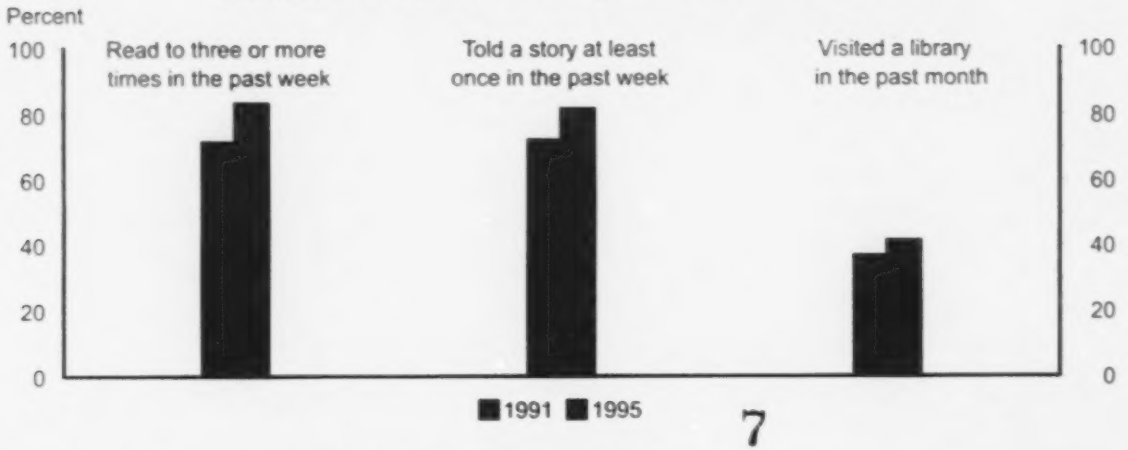


* Center-based programs include nursery, prekindergarten, and Head Start programs.
NOTE: This analysis includes children aged 3–5 who were not enrolled in first grade.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File), 1993 (School Readiness File), and 1995 (Early Childhood Program Participation File).

2 Early literacy activities in the home

Participating in literacy activities with family members provides valuable developmental experiences for young children. In addition, children who are read to or told stories and who visit the library may start school better prepared to learn. In 1995, more than 80 percent of children aged 3–5 were read to or told a story in the past week by a parent or family member, while 41 percent had visited a library in the past month. The percentage of children who participated in these literacy activities increased between 1991 and 1995.

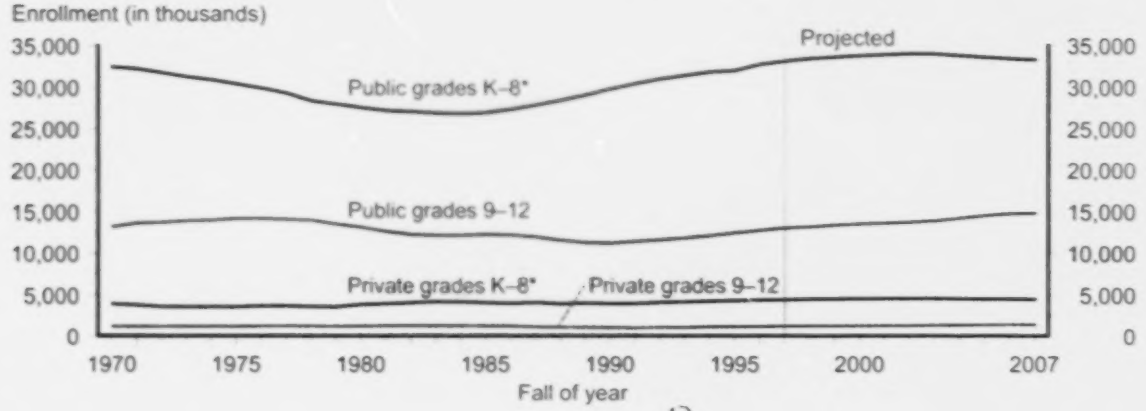
Percentage of children aged 3–5 who participated in various literacy activities with a parent or family member: 1991 and 1995



NOTE: This analysis includes children aged 3–5 who were not enrolled in first grade.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education File) and 1995 (Early Childhood Program Participation File).

School enrollment is one measure of the size of the educational system and of the demand for teachers, buildings, and education resources. From 1984 to 1996, total public school enrollment rose 17 percent, after falling 15 percent between 1970 and 1984; public schools continue to enroll almost 9 out of 10 children. Total public school enrollment is projected to rise from 46.4 million in 1997 to 48.3 million by 2007, an increase of 4 percent.

Elementary and secondary enrollment, by control and level of school: Fall 1970–2007



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* Enrollment includes most kindergartners and a relatively small number of nursery school students.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996* (based on Common Core of Data) and *Projections of Education Statistics to 2007*, 1997.

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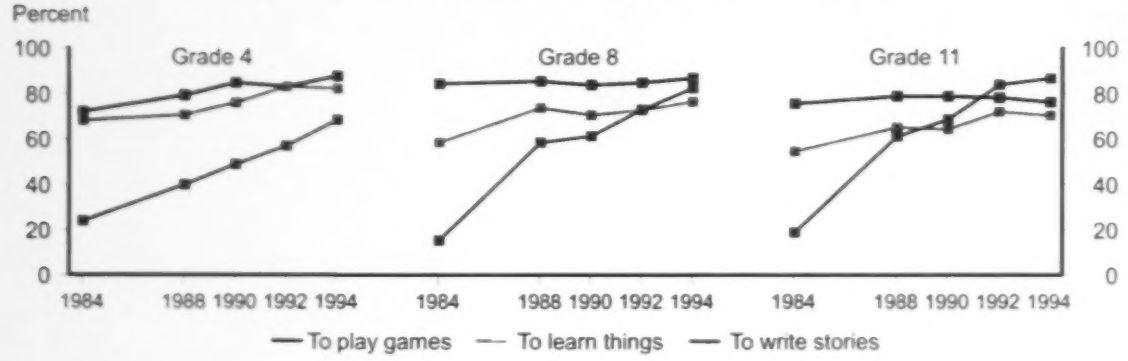
4 Student computer use

Early exposure to computers in school can help young people gain the technological literacy that will be crucial for success in tomorrow's schools. In 1994, more than two-thirds of 4th-graders and at least 80 percent of 8th- and 11th-graders reported using a computer to write stories or papers, a substantial increase from 1984. The percentage of students who reported using a computer to learn things also increased between 1984 and 1994 for all three grades, while the percentage of students who reported using a computer to play games remained relatively constant for 8th- and 11th-graders.

Percentage of students who reported using a computer, by grade and reason for use: Selected years 1984–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Writing, 1984 to 1994*, 1996.

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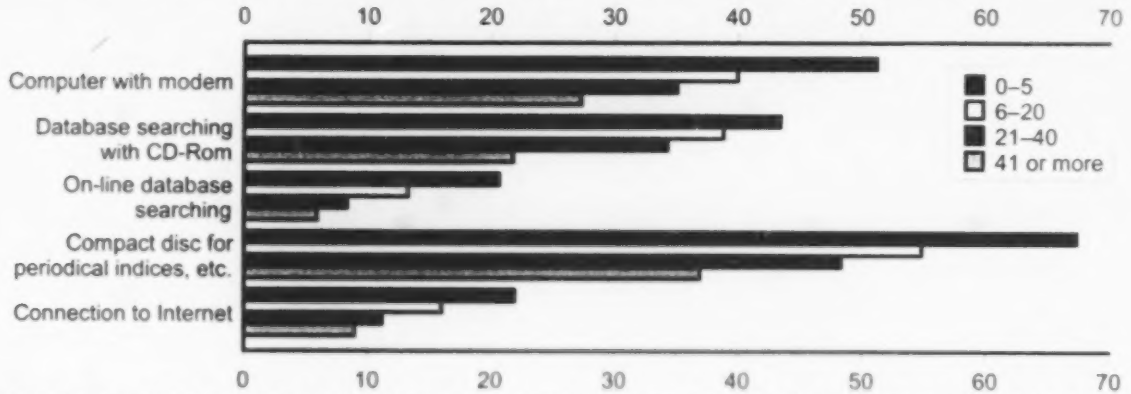
Differences in library resources between schools can indicate how technology-based equipment and services are distributed as well as the level of student accessibility to these resources. In school year 1993–94, the availability of resources and services provided by library media centers was directly related to the poverty level of the school (as measured by the percentage of students eligible for free or reduced-price lunch). For example, schools with low poverty levels were more likely than schools with high poverty levels to have library media centers equipped with computers with modems, an automated circulation system, database searching capability with CD-ROM, on-line database searching capability, and connection to the Internet.

Percentage of public school library media centers that offered selected services and equipment, by percentage of students eligible for free or reduced-price lunch: School year 1993–94



NOTE: Percentages are based on schools that have library media centers. In school year 1990–91, 96 percent of public schools had library media centers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (Library Media Center Questionaire), 1993–94.

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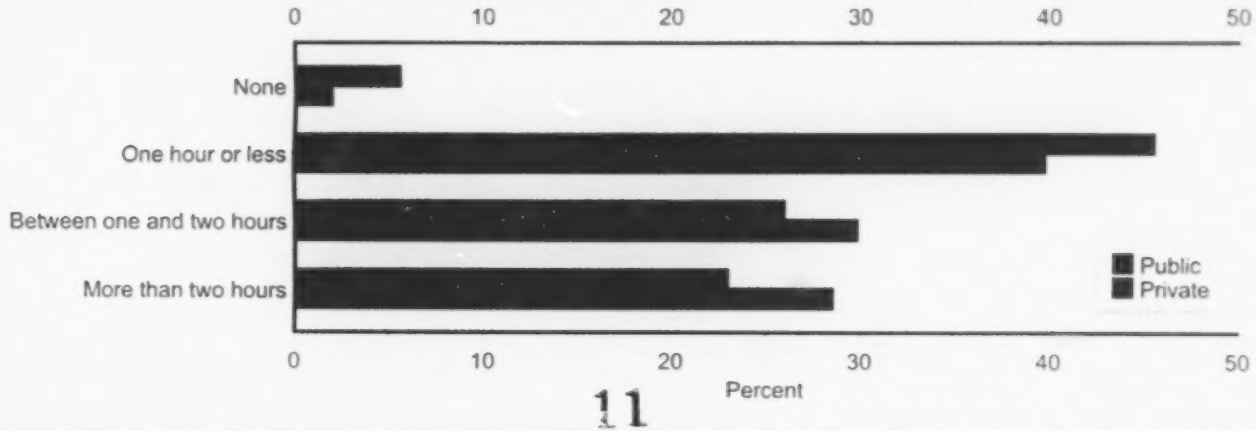
6 Homework assigned by elementary teachers

Homework is an important tool that teachers use to help students review and practice what they have learned, to teach children to work independently, and to encourage children to develop good habits and attitudes. In school year 1994–95, 49 percent of public school elementary teachers reported that their students spent more than one hour on homework during an average week, compared to 58 percent of private school elementary teachers. Only 6 percent of public and 2 percent of private school elementary teachers reported that their students spent no time on homework during an average week.

Amount of time students in elementary* teachers' classes spent on homework during an average week, by control of school: School year 1994–95



* Includes elementary teachers whose main assignment was teaching "general elementary" and who taught in both the 1993–94 and 1994–95 school years; therefore, new teachers were not included in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey, 1994–95.

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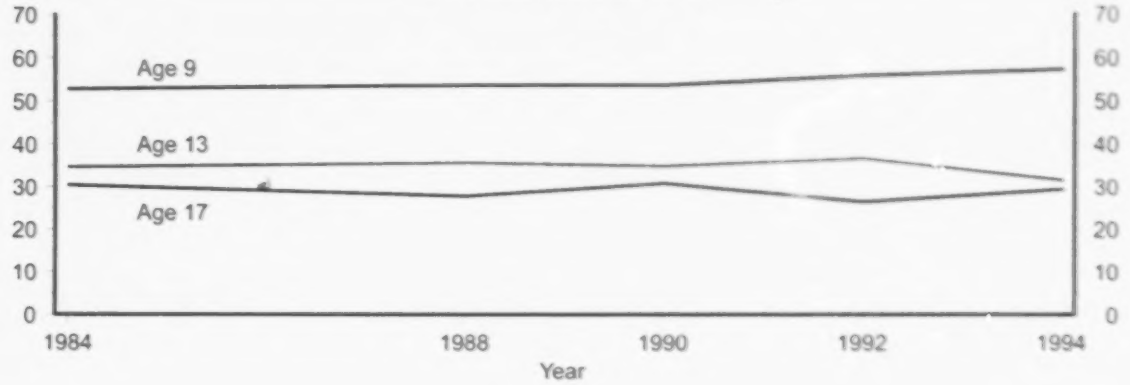
Research has shown that reading ability is positively associated with the extent to which students read recreationally. In 1994, almost six out of ten 9-year-olds and three out of ten 13- and 17-year-olds reported reading for fun almost every day. Between 1984 and 1994, a greater percentage of 9-year-olds than 13- and 17-year-olds reported reading for fun almost every day.

Percentage of students who read for fun almost every day, by age: Selected years 1984–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Almanac: Reading, 1984 to 1994*, and *Writing, 1984 to 1994*, 1996.

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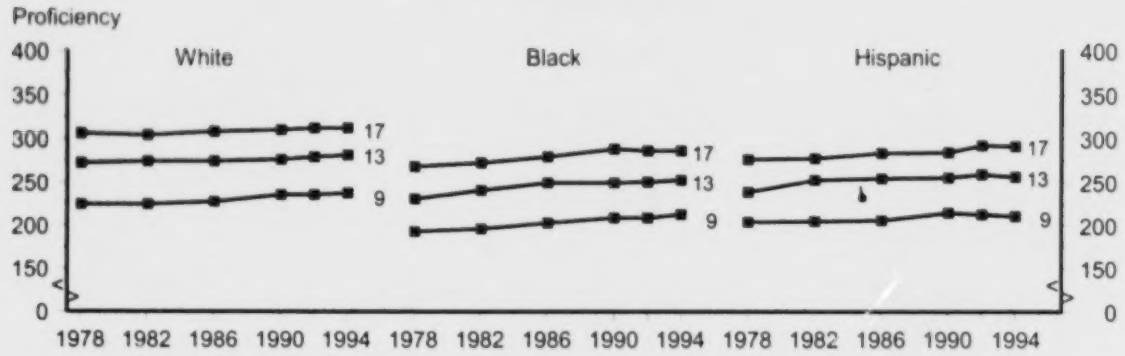
8 Trends in mathematics proficiency of 9-, 13-, and 17-year-olds

Knowledge of mathematics is critical for success in science, computing, and a number of other related fields of study. In an increasingly technological world, the mathematics skills of the Nation's workers may be a crucial component of economic competitiveness. Although whites continue to outscore blacks and Hispanics at all ages in mathematics proficiency, white scores increased at a slower rate than black and Hispanic scores at ages 13 and 17, causing this gap to decrease for these age groups over the last 20 years.

Average mathematics proficiency, by race/ethnicity and age: Selected years 1978–94



NOTE: The mathematics proficiency scale ranges from 0 to 500.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994*, 1996.

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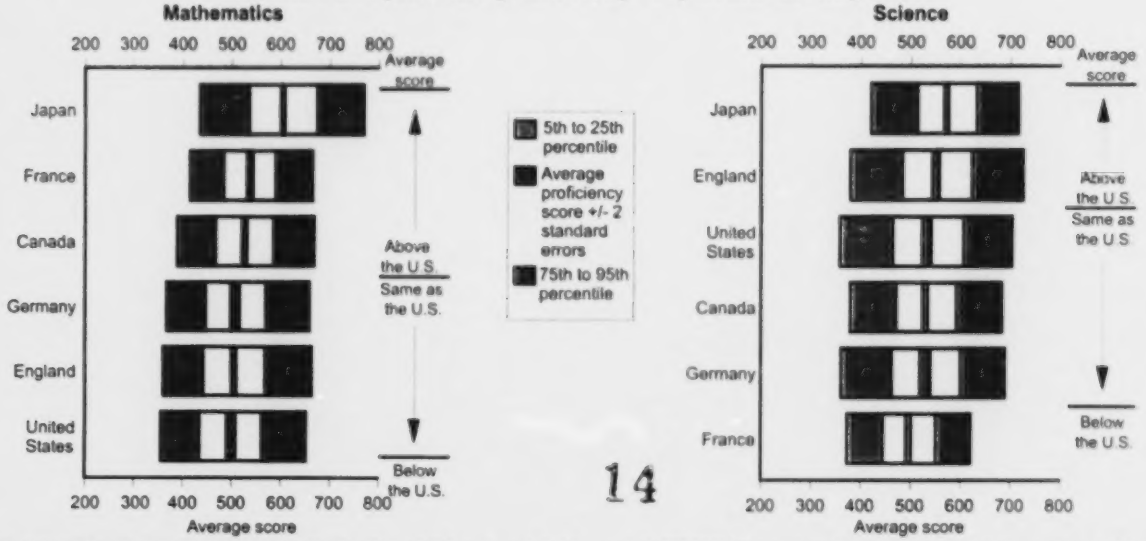
The recently completed Third International Mathematics and Science Study (TIMSS) assessed the mathematics and science performance of students from around the world. In 1995, eighth-grade students from the United States scored lower, on average, in mathematics than students in Japan, France, and Canada, and scored about the same as students in Germany and England. In science, U.S. students scored higher, on average, than students in France, about the same as students in Canada and Germany, and lower than students in Japan and England.

Distribution of proficiency scores, by subject and country: 1995



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SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Mathematics Achievement in the Middle School Years and Science Achievement in the Middle School Years, IEA's Third International Mathematics and Science Study*, 1996.

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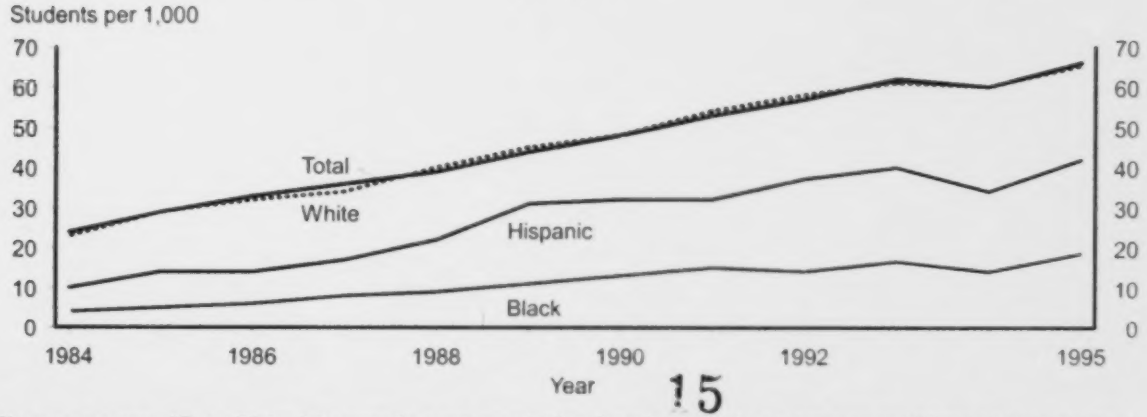
10 Students taking Advanced Placement (AP) examinations

Participation in the Advanced Placement (AP) program is associated with a demanding academic curriculum and illustrates the desire of schools, colleges, and universities to offer college-level courses in high school. Between 1984 and 1995, the number of students taking AP examinations increased dramatically, rising from 24 students per 1,000 11th- and 12th-grade students to 66 students per 1,000. The number of examinees increased for both sexes and all racial/ethnic groups during this period.

Number of students who took AP examinations (per 1,000 11th- and 12th-graders): 1984–95



NOTE: Since, on average, AP candidates take more than one examination, there is not a 1:1 ratio between candidates and examinations. Analysis includes a small number of college students who took the exams (2 percent of all candidates in 1995).

SOURCE: The College Board, Advanced Placement Program, *National Summary Reports*, various years (Copyright © 1996 by the College Entrance Examination Board. All rights reserved.). U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

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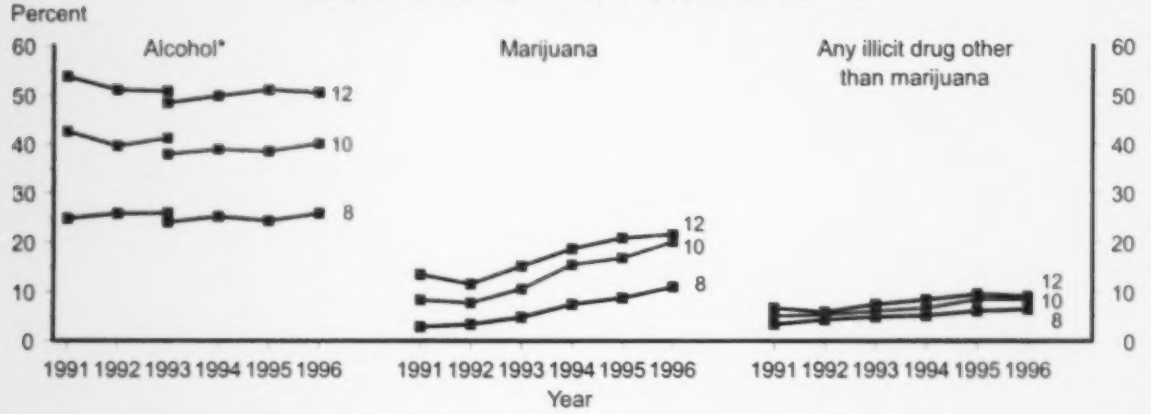
Alcohol and drug use can interfere with a student's thinking and reduce a student's academic achievement, and it is associated with violent crime. Between 1991 and 1996, the percentage of 8th-graders, 10th-graders, and 12th-graders who reported using marijuana in the previous 30 days increased; for example, the percentage of 12th-graders who reported using marijuana in the previous 30 days increased from 14 percent in 1991 to 22 percent in 1996. The percentage of 12th-graders who reported using any illicit drug other than marijuana increased from 7 percent in 1991 to 10 percent in 1996.

Percentage of students who reported using alcohol or drugs any time during the previous 30 days, by grade: 1991–96



* In 1993, the questions regarding alcohol consumption were changed; therefore, data for alcohol use in 1993–96 may not be comparable to data for earlier years.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study.

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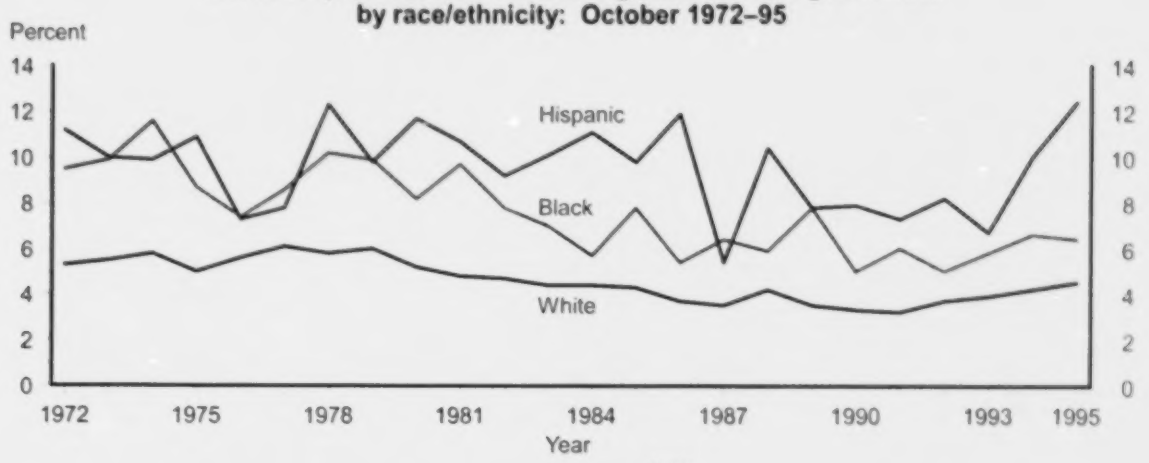
12 Recent school dropouts

Students who drop out of school have fewer opportunities to succeed in the work force or to assume a fully functional place in society at large than those students who complete high school. In 1995, Hispanic students were more likely than white students to drop out (12 compared to 5 percent, respectively). Although the dropout rate for black students fell between the rates for Hispanic and white students, there were no measurable differences in the dropout rates of black and white students or in the rates of black and Hispanic students.

Event dropout rates* for those in grades 10–12, aged 15–24, by race/ethnicity: October 1972–95



* The event dropout rate is the percentage of those in grades 10–12, aged 15–24, who were enrolled the previous October, but who were not enrolled and had not graduated the following October.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States, 1995* (based on the October Current Population Surveys).

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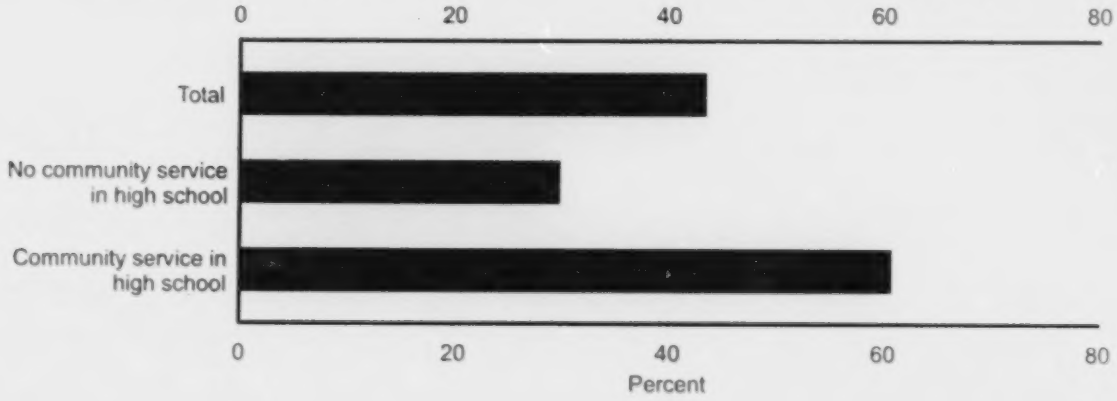
Data on community service performed by high school seniors and their participation in community service after leaving high school may help school administrators assess their current community service programs. In 1994, 43 percent of 1992 high school seniors reported performing community service in the previous year. Those who performed community service during the last 2 years of high school were more likely to report performing community service two years later than those who did not (61 compared to 30 percent, respectively).

Percentage of 1992 high school seniors who in 1994 reported performing community service the previous year, by performance of community service in high school*



* In 1992, high school seniors were asked it they had performed community service during the previous 2 years.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Second Follow-up (1992) and Third Follow-up (1994).

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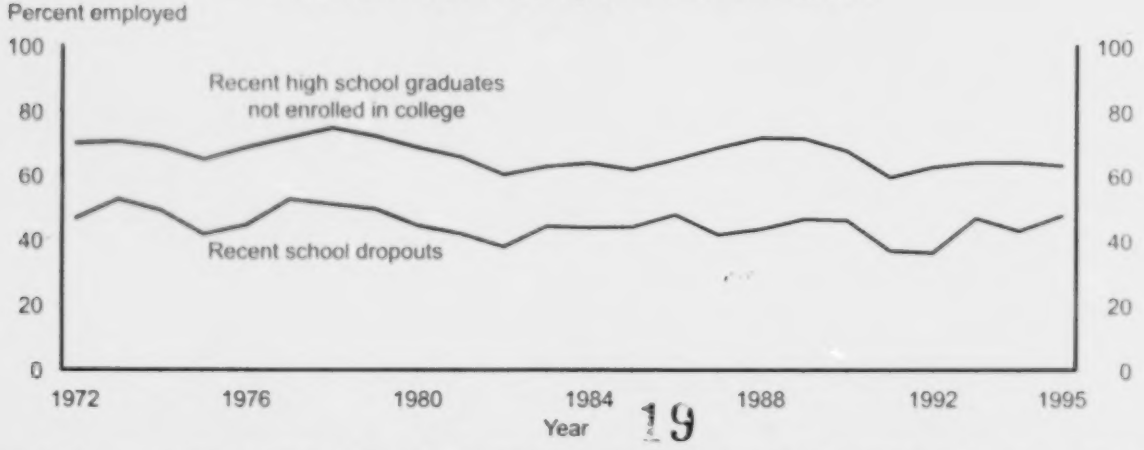
14 Transition from high school to work

The employment rate among school leavers, both those who have not finished high school and those who have finished but have not gone on to college, indicates the difficulty of making the transition from high school to work. During the period of economic recession between 1989 and 1992, the employment rates in both groups fell about 10 percentage points. However, in 1993, the employment rate for recent school dropouts increased markedly, rising more than 10 percentage points. In 1995, 63 percent of recent high school graduates not enrolled in college were employed, compared to 48 percent of recent school dropouts.

Employment rates for recent high school graduates not enrolled in college and for recent school dropouts: October 1972–95



NOTE: Recent high school graduates are individuals aged 16–24 who graduated during the survey year. Recent school dropouts are individuals aged 16–24 who did not graduate and who were in school 12 months earlier, but who were not enrolled during the survey month.
SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

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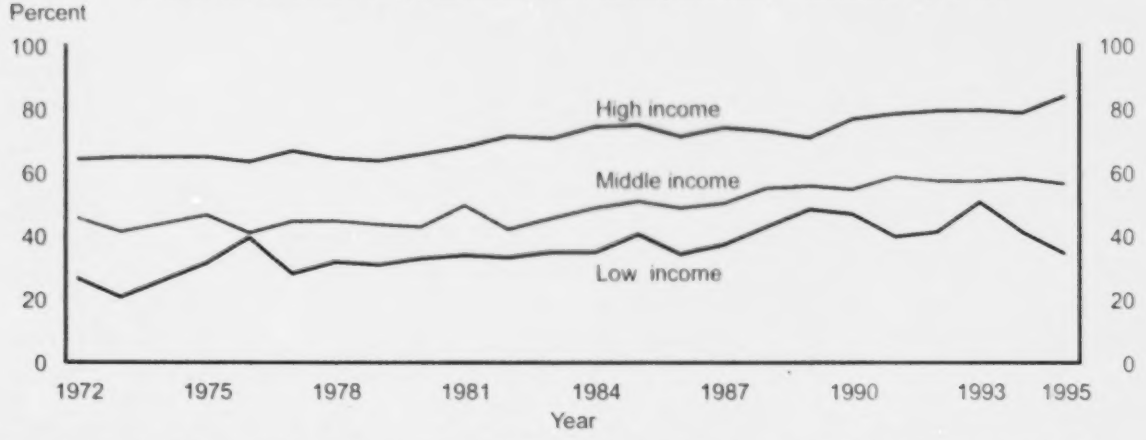
The percentage of college students enrolling in college immediately after completing high school not only reflects the accessibility of higher education to high school graduates but also shows their assessment of the value of attending college as compared to working, entering the military, traveling, or other possible pursuits. Between 1972 and 1995, high school graduates from high income families were more likely than high school graduates from low income families to go directly to college.

Percentage of high school graduates aged 16–24 who were enrolled in college the October following graduation, by family income:* October 1972–95

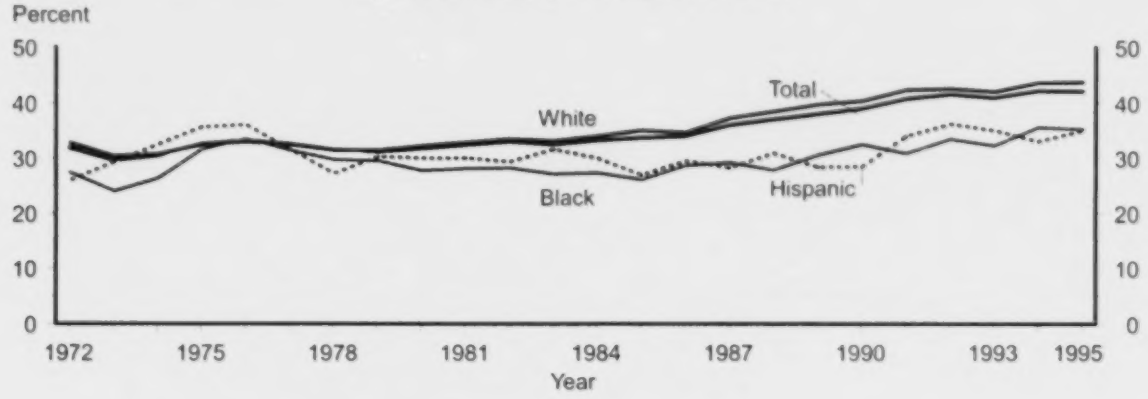


* Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between. Data on family income for 1974 are not available, and 1994 data are revised from previously published figures.
SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

16 Racial and ethnic differences in participation in higher education

Racial and ethnic differences in college enrollment rates may reflect differences in access to and persistence in higher education for groups with varying social and economic backgrounds. The percentage of high school graduates aged 18–24 enrolled in college was higher in 1995 than in 1972 for whites and blacks. During this period, the college enrollment rates for whites grew substantially (11 percentage points), with most of the growth occurring after 1981. College enrollment rates for blacks of the same age group grew moderately over the period (8 percentage points).

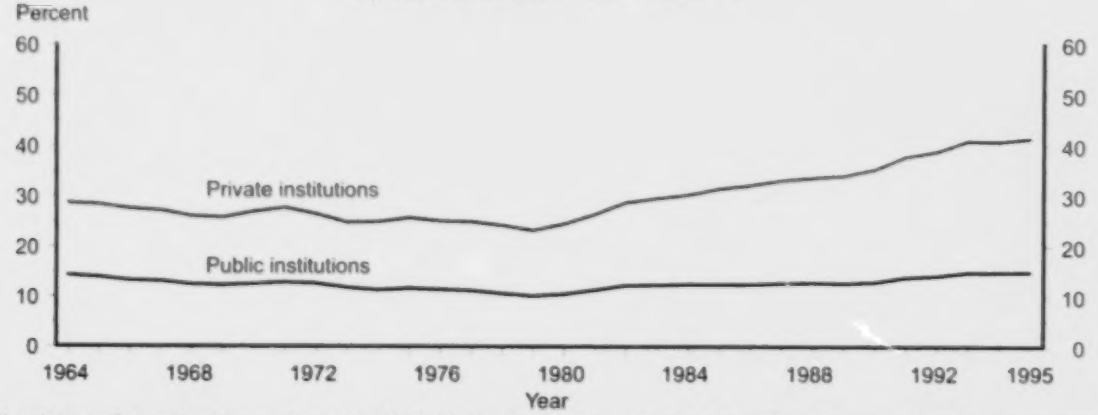
Percentage of high school graduates aged 18–24 enrolled in college, by race/ethnicity: October 1972–95



NOTE: Included in the total but not shown separately are high school graduates from other racial/ethnic groups.
SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

The average cost for tuition, room, and board as a percentage of median family income is an indicator of the affordability of a college education. After a period of decline in the 1960s and 1970s, average tuition, room, and board at public institutions rose to 15 percent of median family income in 1993 and has remained stable since. At private institutions, the pattern was similar, but average tuition, room, and board as a percentage of median family income increased to 42 percent of median family income in 1995.

Average undergraduate tuition, room, and board as a percentage of median family income, by control of institution: 1964–95



NOTE: Tuition data are for academic years beginning 1964–95, and family income data are for calendar years 1964–95. Both calendar and school year Consumer Price Indices (CPIs) were used to calculate constant dollar figures. "Tuition, room, and board" are for 2-year and 4-year colleges and universities. In-state tuition and fees are used for public institutions.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*, (based on IPEDS "Fall Enrollment" and "Institutional Characteristics" surveys). U.S. Department of Commerce, Bureau of the Census, *Current Population Reports, Series P-60*, "Income, Poverty and Valuation of Non-Cash Benefits," various years (based on the March Current Population Surveys).

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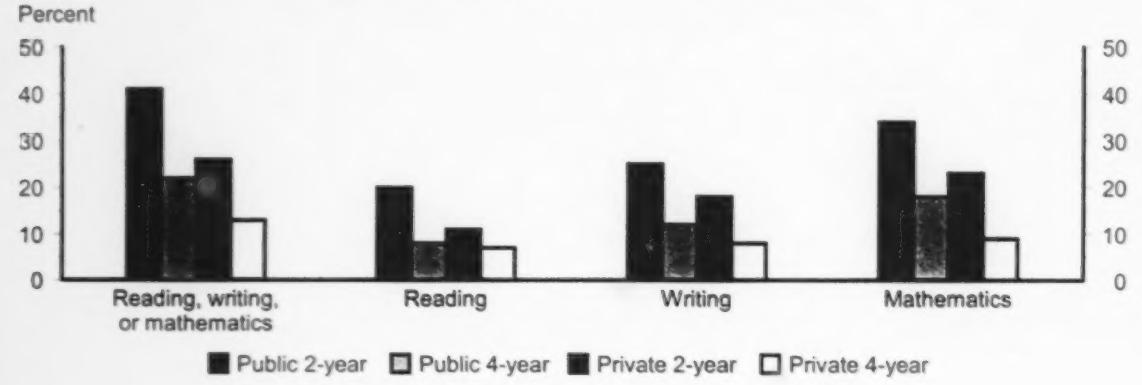
18 Remedial education in higher education institutions

The percentage of freshmen who enroll in remedial courses provides a snapshot of the current availability and the demand for these courses at higher education institutions. In 1995, freshmen were more likely to enroll in a remedial mathematics course than in a remedial reading or writing course. In fact, from 1989 to 1995, the percentage of freshmen who enrolled in a remedial mathematics course increased, while the percentage who enrolled in a remedial reading or writing course was similar.

Percentage of freshmen enrolled in remedial courses, by subject, and control and type of institution: Fall 1995



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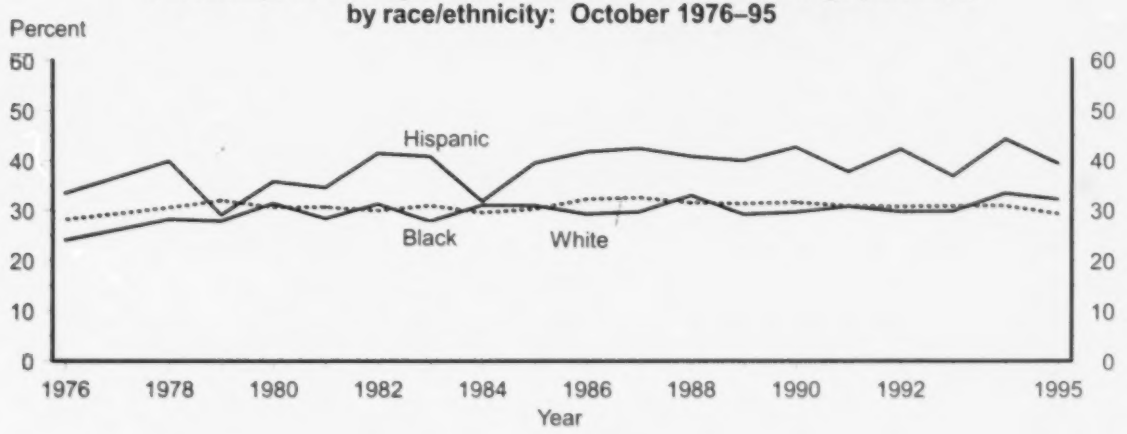
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Remedial Education at Higher Education Institutions in Fall 1995*.

Enrolling in college part time is an option for high school graduates who want to continue their education but who choose not to attend full time. There is evidence that students who attend college part time are less likely to complete and attain a degree. In general, between 1976 and 1995, Hispanic undergraduates were more likely to be enrolled in college part time than were their white and black counterparts. In 1995, the percentage of Hispanics enrolled part time was 10 and 7 percentage points higher than that of whites and blacks, respectively.

Percentage of undergraduate students enrolled in college part time, by race/ethnicity: October 1976–95



24

NOTE: Data by race/ethnicity were not available in 1977. Students who were enrolled in college but had not completed high school (less than 1 percent of the total enrolled) were not included in this analysis.
SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

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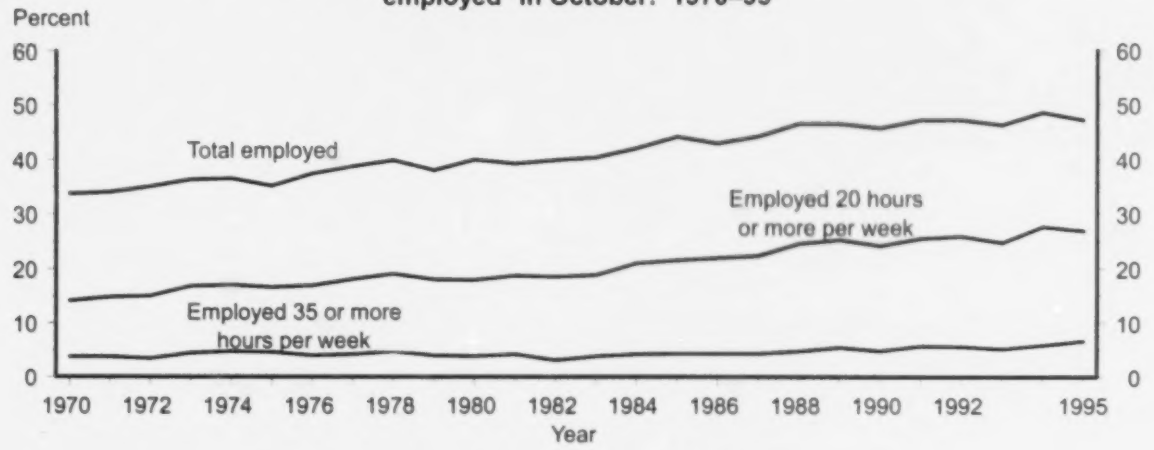
20 Working while in college

Although working during the school year leaves less time for students to concentrate on their studies or to participate in extracurricular activities, students who work may gain valuable knowledge and skills that are not taught in the classroom. The percentage of full-time college students aged 16–24 who were employed rose from 34 percent in 1970 to 47 percent in 1988, and has remained fairly stable since then. Almost half (47 percent) of full-time college students aged 16–24 were employed in October 1995, and more than one-fourth (27 percent) worked at least 20 hours per week.

Percentage of full-time college students aged 16–24 who were employed* in October: 1970–95

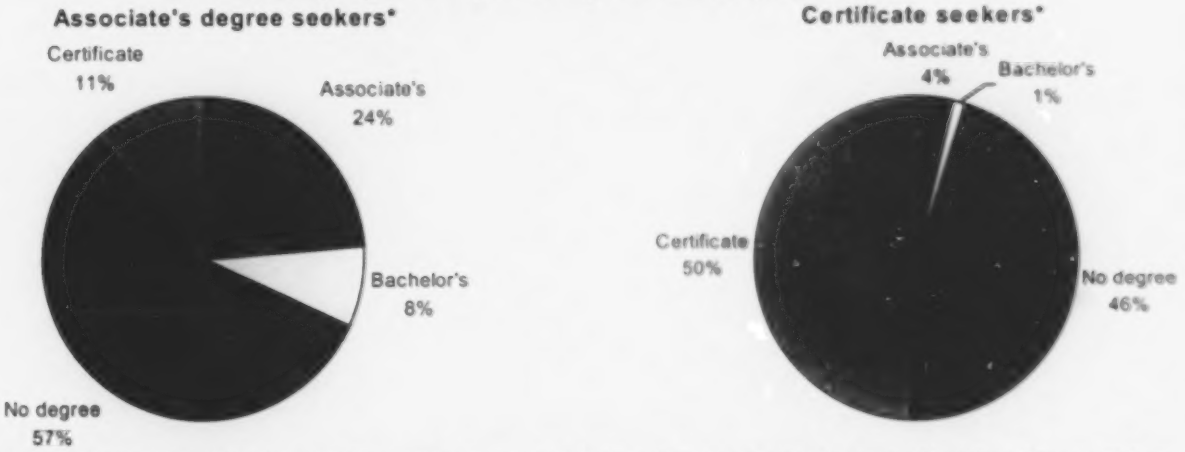


* Includes those who were employed but not at work during the survey week.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Subbaccalaureate programs can offer occupationally specific training for immediate transition into the labor market or serve as a stepping stone to bachelor's degree programs. Within 5 years of initial enrollment, certificate seekers were more likely than associate's degree seekers to attain a postsecondary credential (55 compared to 43 percent, respectively). Within 5 years of initial enrollment, 24 percent of associate's degree seekers earned an associate's degree and 50 percent of certificate degree seekers earned a certificate.

Percentage of 1989–90 postsecondary students seeking an associate's degree or certificate, by highest degree completed as of spring 1994



* Limited to students seeking an associate's degree at 2-year institutions and students seeking a certificate at 2-year and less-than-2-year institutions.
NOTE: Percentages may not add to totals due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1990 Beginning Postsecondary Students Longitudinal Study. Second Follow-up (BPS:90/94).

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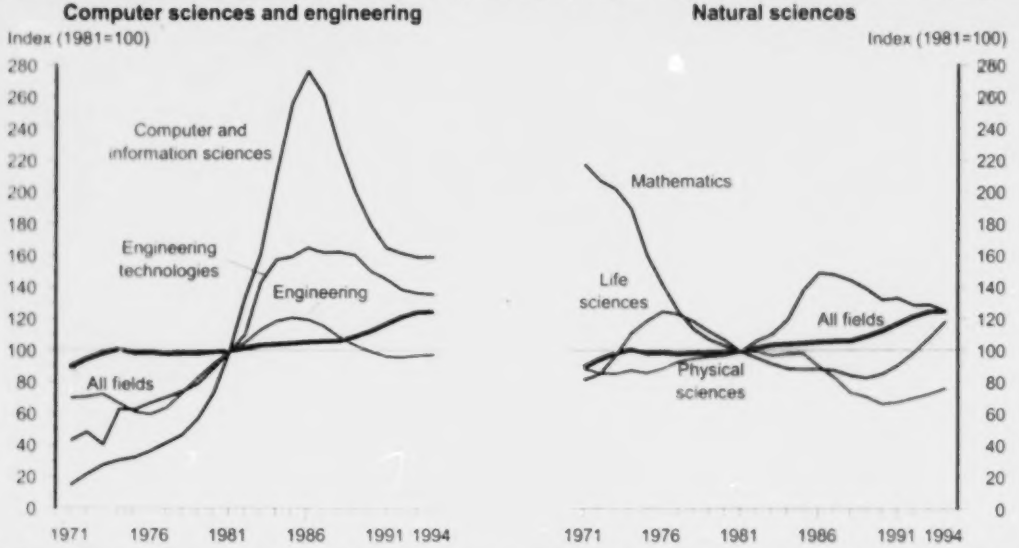
22 Bachelor's degrees conferred, by field of study

Changing opportunities within the job market affect the fields in which students choose to major. After a sharp decline between 1986 and 1991, the number of degrees conferred in computer science and engineering leveled off between 1991 and 1994. Degrees in the natural sciences as a percentage of all degrees conferred dropped from 10 percent in 1971 to 7 percent in 1994; a major factor in the decrease was the sharp decline in the percentage of degrees conferred in mathematics between 1971 and 1981.

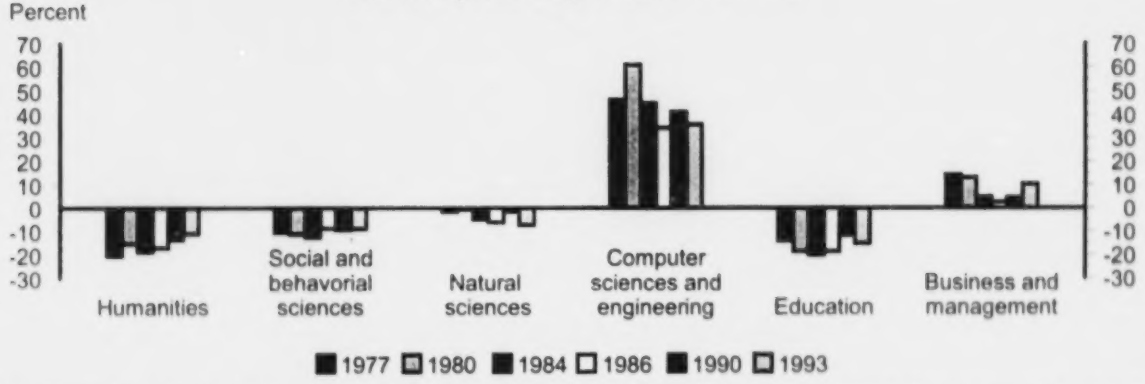
Index of the numbers of bachelor's degree conferred (1981=100): Academic years ending 1971–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 1996 (based on IPEDS/HEGIS "Completions" surveys).

Starting salaries offered by employers are related not only to the value of the skills learned by college graduates but also to the supply of qualified individuals. Differences in starting salaries shed light on the changing demands of the labor market and the response of students and the education system to those changes. Between 1977 and 1993, college graduates who majored in computer sciences and engineering had much higher starting salaries than did graduates in all other fields of study; while the salary benefit of majoring in such fields was high, it declined between 1980 and 1993.

Percentage difference between median starting salaries for college graduates in all fields and college graduates in major fields of study: Selected years of graduation 1977–93



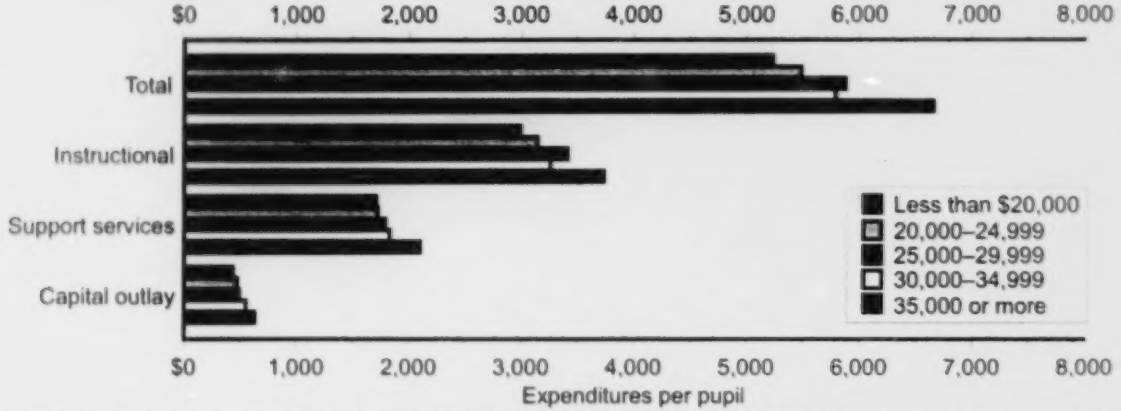
NOTE: Data presented are for bachelor's degree recipients who were working full time and who were not enrolled in postsecondary education 1 year after graduation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduates Survey (1977–90) and 1993 Baccalaureate and Beyond Longitudinal Study, First Follow-up (B&B:93/94).

24 Public elementary and secondary expenditures per student

The distribution of public school expenditures across functional areas is an indication of how different public school systems allocate funds to meet their specific needs. In the 1992–93 school year, relatively high wealth school districts (those with a median household income of $35,000 or more) spent more per pupil than school districts with less wealth. The distribution of expenditures across functional areas was fairly similar regardless of the wealth of the school district.

Public school expenditures per pupil (in constant 1996 dollars), by median household income: School year 1992–93



NOTE: Median household income categories are in 1992–93 dollars. The number of pupils includes those who were enrolled on October 1. The Consumer Price Index (CPI) was used to adjust expenditures in constant 1996 dollars.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "School District Fiscal Data," 1992–93. U.S. Department of Commerce, Bureau of the Census, "1990 Census School District Special Tabulations."

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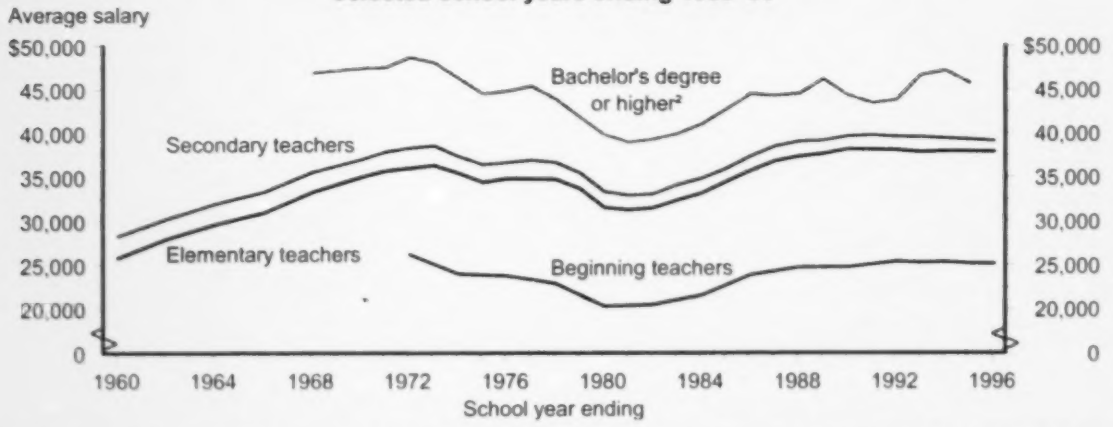
Teachers' salaries constitute a major proportion of the elementary and secondary budget, and good teachers are central to a high quality education system. Between 1980 and 1996, the average salary (adjusted for inflation) of all public school teachers increased 19 percent, rising from $32,332 to $38,434. In 1995, the average salary of all bachelor's degree recipients who earned an income was 19 percent higher than the average salary of public school teachers ($45,773 compared to $38,456).

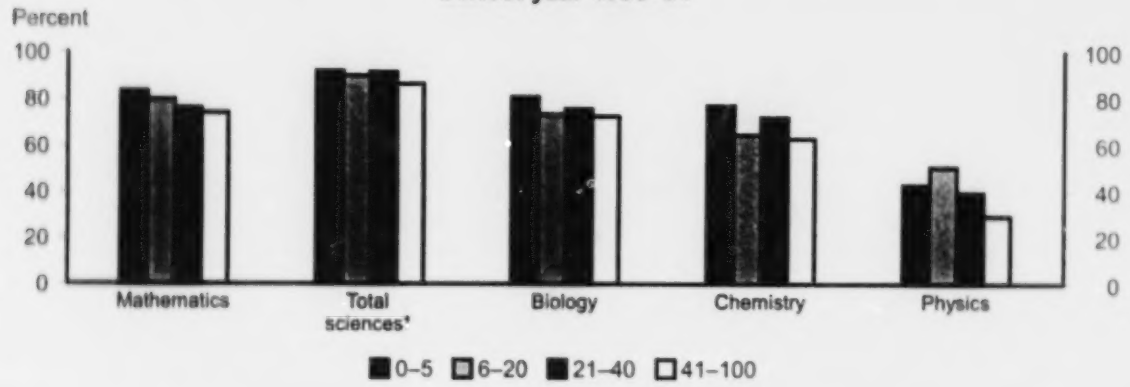
Average annual salaries (in 1996 constant dollars): Selected school years ending 1960–96[1]



[1] Plotted points for average annual salary for teachers are: even years 1960–68 and all years 1970–96. Plotted points for average beginning salaries for teachers are: even years 1972–90 and all years 1992–96. Plotted points for those with a bachelor's degree or higher are for all years 1968–95.
[2] Includes salaries of all individuals aged 25 or older who earned income and had a bachelor's degree or higher, including teachers.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1996*. U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-60. American Federation of Teachers, *Survey and Analysis of Salary Trends 1996*, December 1996.

Whether teachers have majored or minored in the fields they teach is an indication of their substantive and academic qualifications in those subjects. Students in mathematics classes in public secondary schools with a high student poverty level (more than 40 percent of students eligible for free or reduced-price lunch) were less likely to be taught by teachers who had majored or minored in mathematics than were students in public schools with a low poverty level (5 percent or fewer of students eligible for free or reduced-price lunch).

Students taught by teachers who had majored or minored in their class subject, by percentage of students eligible for free or reduced-price lunch: School year 1993–94



* It is easier to have majored or minored in "science" than in a specific discipline, such as biology, because a teacher from any scientific field may qualify in "science," whereas qualifying in a specific discipline requires a match in class subject matter.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94 (Teacher Questionnaire).

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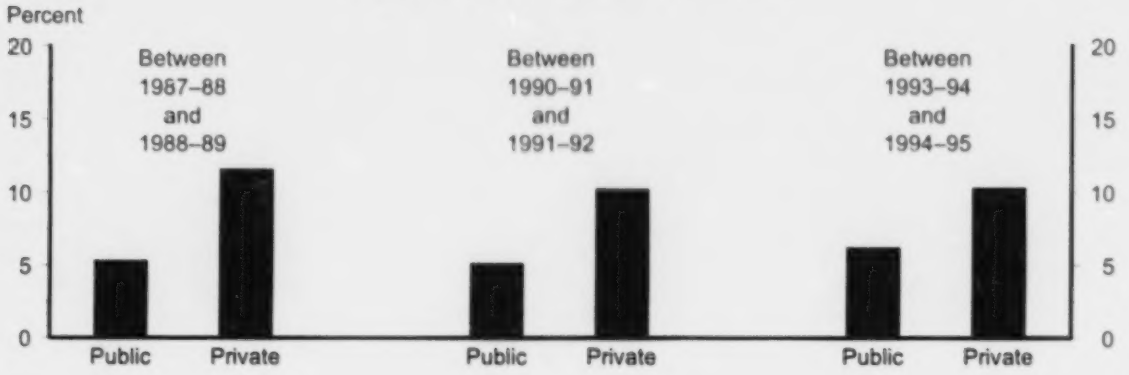
Teacher attrition is an important factor in determining the demand for additional teachers in the Nation's schools. Six percent of full-time public school teachers and 10 percent of full-time private school teachers who taught during the 1993–94 school year left teaching before the 1994–95 school year. Attrition rates between the 1993–94 and 1994–95 school years for both full-time public and private school teachers were similar to those between the 1987–88 and 1988–89 school years.

Percentage of full-time teachers who left teaching, by school year and control of school

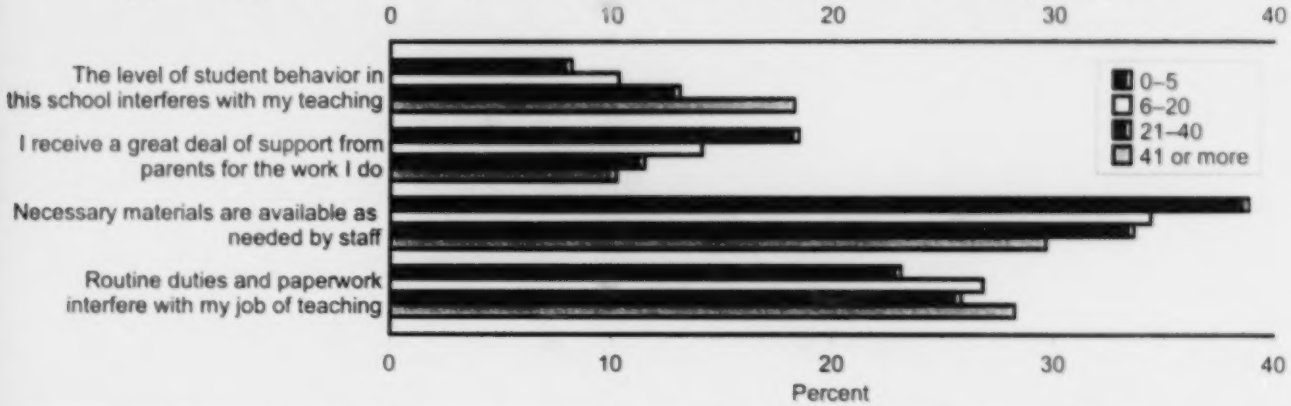


SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, 1990–91, and 1993–94, and the Teacher Follow-up Survey, 1988–89, 1991–92, and 1994–95.

28 Teacher satisfaction

Measures such as the degree of respect teachers receive from administrators, the support they receive from parents, and the amount of resources available may influence their level of job satisfaction as well as their attitudes toward the teaching profession in general. In the 1993–94 school year, public school teachers from high poverty schools (more than 40 percent of students eligible for free or reduced-price lunch) were more likely to report that student misbehavior and routine duties interfered with their work and less likely to report that they received a great deal of support from parents than those teachers from low poverty schools (5 percent or fewer students eligible for free or reduced-price lunch).

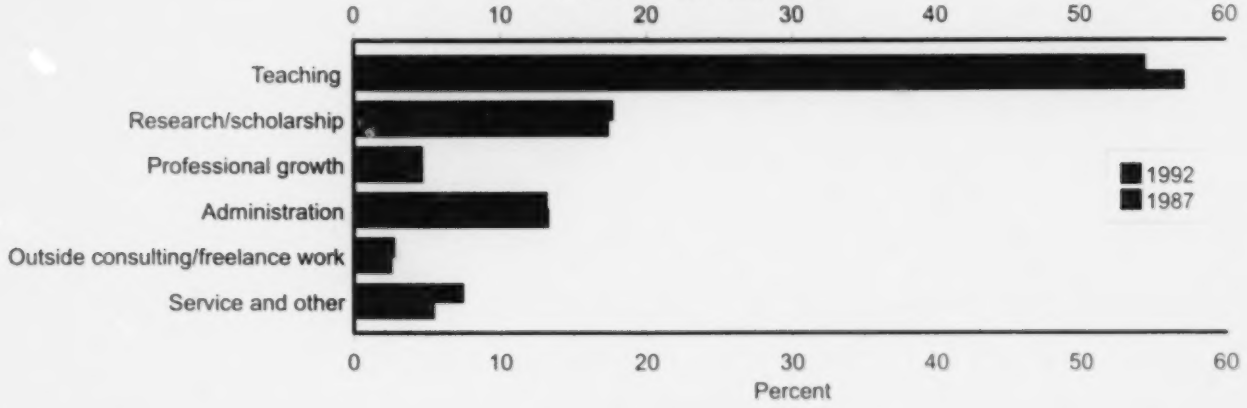
Percentage of public school teachers who strongly agree with the following perceptions and attitudes, by percentage of students eligible for free or reduced-price lunch: School year 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

Debates about tenure, instructional time, and the overall quality of a college education raise questions about the actual time postsecondary faculty spend teaching relative to the time they spend doing other activities. In 1992, faculty members spent 54 percent of their work hours teaching, 18 percent conducting research, and 13 percent performing administrative tasks. Between 1987 and 1992, the percentage of time full-time postsecondary faculty members spent teaching decreased (from 57 to 54 percent); however, the number of classroom and student contact hours per week increased.

Percentage of time full-time postsecondary faculty spent on various activities: Fall 1987 and fall 1992

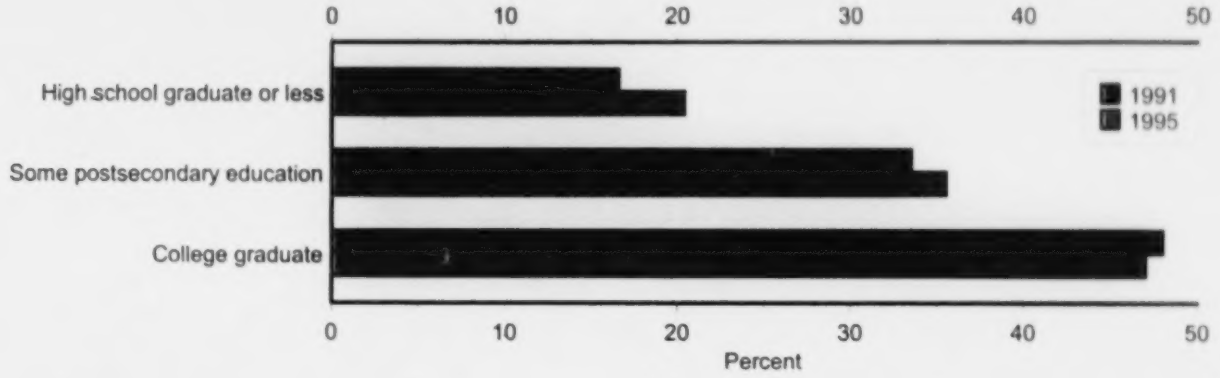


SOURCE: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty, 1988 and 1993.

30 Skill improvement training among currently employed workers

In the face of changing technologies, work methodologies, and markets, firms and workers benefit from education or training that upgrades or reorients workers' skills. Differences in the proportions of workers who receive training provide an indication of which professions view training as a valuable investment. The percentage of workers who participate in skill improvement training is related to their educational attainment. For example, in both 1991 and 1995, college graduates were more likely than other workers to participate in training to improve their current job skills.

Percentage of employed individuals who took one or more courses during the previous 12 months to improve their current job skills, by educational attainment: 1991 and 1995



NOTE: Survey questions were constructed differently in 1995. However, the response categories used in this analysis were similar to those used in the 1991 survey.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1991 and 1995 (Adult Education Component).

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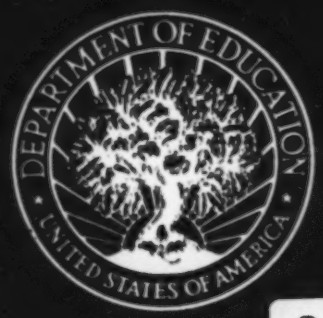

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